

## Illustrative Elements of an Evaluation Methodology Annex

### 1. Constraints/Impediments

- Amount of time allotted for field work, if view as being insufficient.
- Safety or other issues that prohibited travel to some sites.
- Seasonal issues, e.g., it was summer so classes could not be observed.

### 2. Evaluation Design

- Comparison between two groups, e.g., got services/did not; two different implementing organizations for the same project; areas with and without conflict and how the team structured the comparative part of the research.
- Longitudinal analysis, e.g., changes over a long period; differences before and after a policy is implemented, etc., and how the longitudinal analysis was structured by the team.

### 3. Types of Data Used

- Secondary data, i.e., documents. What types and sources. Description of what the team did to verify or assess the quality of the secondary data it used.
- Observation – of what, structured or unstructured, if structured provide sample of the instrument used to record observations.
- Instrument measures – of what, e.g., height/weight, water pollution level, etc.; how measures were made, degree of accuracy and reliability of the instruments.
- Interviews – types people interviewed and types of interviews used, e.g., key informant interviews, structured or unstructured, open-ended question or closed-ended (include samples of questionnaires); community interviews; focus groups; sample surveys, etc. Also include numbers of people interviewed by type and process.

Type of People Interviewed	Method	Number of People Interviewed
Government Officials	Structured questionnaire, open-ended questions	5 in each of 4 cities: 20
Teachers	Survey; random sample from primary school teacher lists in 3 different schools in 5 different cities; structured, closed-ended questionnaire	10 per school x 3 schools per city = 30 x 5 cities = 150
Parents	Group interview, structured, open-ended in each school	Approximately 20 parents per school x 3 schools = 60 per city x 5 cities = approximately 300

- Site selection procedure for selecting cities, regions, schools, etc. For example: criteria based selection of schools, i.e., one in capital, two in the north, two in the south, within each area, schools selected randomly from lists of primary schools. Team deemed sample of 5 schools sufficient to determine whether teachers nationwide are applying new mathematics protocols.

#### **4. Data Analysis**

- Identify relevant procedures, e.g.:
  - Analysis of teacher survey carried out using SPSS.
  - Analysis of parent group interview and key informant interviews involved manual content analysis of written interview notes.
  - Comparative assessment was also made to detect differences between answers given by government officials, teachers and parents and disagreements were noted for inclusion in the report.

#### **5. Data Limitations**

- State whatever caveats the team feels must be placed on the quality and reliability of its findings, conclusions and recommendations, e.g.:
  - Team was unable to obtain student test data which made it impossible to reach strong conclusions about the impact of teacher training improvements on students. Only data available was teacher self-reporting and parents impressions.
  - Timing of evaluation during the summer and the team's inability to interview students also limited our ability to assess outcomes.